



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2009
Code: 12441683
SAU: MSAD 50
School: Thomaston Grammar School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

SUMMARY OF SCORES

Test Date: March 2009

Grade: 7

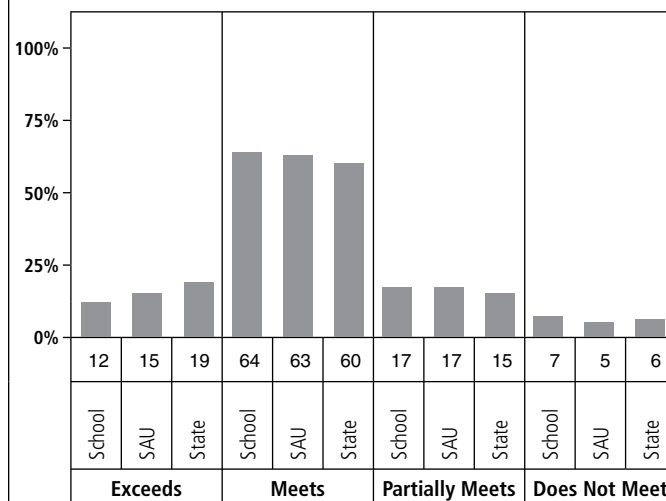
SAU: MSAD 50

School: Thomaston Grammar School

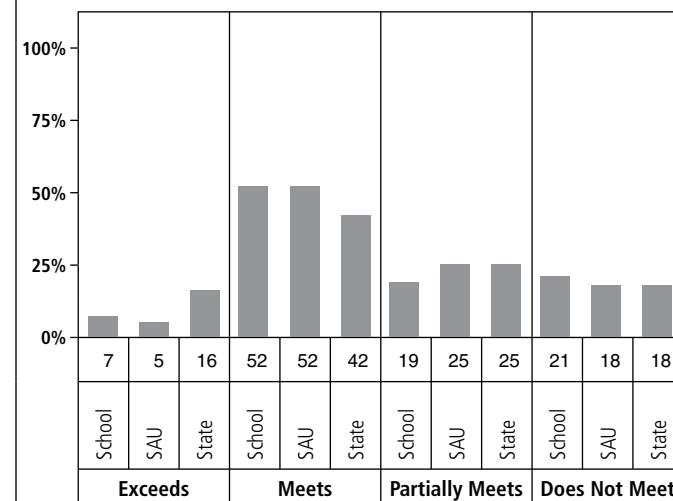
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	751	750	748
2007–2008	745	749	750
2008–2009	750	751	751
Cum. Avg.*	749	750	750
Mathematics			
2006–2007	737	735	742
2007–2008	737	741	743
2008–2009	744	743	745
Cum. Avg.*	739	740	743

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date:	March 2009
Grade:	7
SAU:	MSAD 50
School:	Thomaston Grammar School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	45	100	61	100	14446	100	45	100	61	100	14316	99	45	100	61	100	14322	99						
Ethnicity African American/Black	1	2	1	2	432	3	1	100	1	100	416	97	1	100	1	100	421	98						
American Indian or Native Alaskan	0	0	0	0	124	1	0	0	0	0	121	98	0	0	0	0	122	99						
Asian or Pacific Islander	1	2	1	2	260	2	1	100	1	100	255	98	1	100	1	100	259	100						
Hispanic	0	0	0	0	147	1	0	0	0	0	144	99	0	0	0	0	144	99						
Caucasian/White	43	96	59	97	13483	93	43	100	59	100	13380	99	43	100	59	100	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	10	22	12	20	2428	17	10	100	12	100	2391	99	10	100	12	100	2391	99						
Current LEP	1	2	1	2	334	2	1	100	1	100	318	95	1	100	1	100	328	98						
Economically disadvantaged	16	36	22	36	5498	38	16	100	22	100	5431	99	16	100	22	100	5436	99						
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	34	76	49	80	11742	81	34	76	49	80	11754	81						
Identified disability (PET/IEP)	0	0	1	2	367	3	0	0	1	2	365	3						
LEP	1	3	1	2	168	1	1	3	1	2	169	1						
504 plan	0	0	1	2	183	2	0	0	1	2	187	2						
Participation with accommodations	8	18	11	18	2367	16	8	18	11	18	2366	16						
Identified disability (PET/IEP)	7	88	10	91	1819	77	7	88	10	91	1824	77						
LEP	0	0	0	0	143	6	0	0	0	0	154	7						
504 plan	0	0	0	0	84	4	0	0	0	0	80	3						
Other	1	13	1	9	358	15	1	13	1	9	346	15						
Participation through alternate assessment (PAAP)	3	7	1	2	205	1	3	7	1	2	202	1						
Identified disability (PET/IEP)	3	100	1	100	205	100	3	100	1	100	202	100						
LEP	0	0	0	0	5	2	0	0	0	0	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	33	0	0	0	0	0	32	0						
Non-participation – other	0	0	0	0	97	1	0	0	0	0	92	1						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2009
Grade:	7
SAU:	MSAD 50
School:	Thomaston Grammar School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	10	22	15	22	2630	18
	2007-2008	3	6	12	15	2604	18
	2008-2009	5	12	9	15	2618	19
	Cum. Total*	18	13	36	17	7852	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	26	57	35	51	7605	51
	2007-2008	25	50	42	53	8049	55
	2008-2009	27	64	38	63	8484	60
	Cum. Total*	78	57	115	55	24138	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	7	15	13	19	3000	20
	2007-2008	19	38	22	28	2672	18
	2008-2009	7	17	10	17	2108	15
	Cum. Total*	33	24	45	22	7780	18
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	3	7	5	7	1620	11
	2007-2008	3	6	4	5	1190	8
	2008-2009	3	7	3	5	899	6
	Cum. Total*	9	7	12	6	3709	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	34.1	60.9	34.5	61.6	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.4	62.0	12.4	62.0	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	21.7	60.3	22.0	61.1	22.6	62.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: MSAD 50
 School: Thomaston Grammar School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	42	5	12	27	64	7	17	3	7	750	60	15	63	17	5	751	14109	19	60	15	6	751
Ethnicity																						
African American/Black	1										1						409	11	49	22	18	744
American Indian or Native Alaskan	0										0						117	12	53	19	16	746
Asian or Pacific Islander	1										1						253	24	59	11	6	753
Hispanic	0										0						142	14	56	17	13	747
Caucasian/White	40	5	13	26	65	7	18	2	5	751	58	16	64	17	3	751	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	7	1	14	2	29	2	29	2	29	744	11	9	36	36	18	743	2186	2	36	35	27	737
No	35	4	11	25	71	5	14	1	3	752	49	16	69	12	2	753	11923	22	65	11	3	754
Current LEP																						
Yes	1										1						311	4	41	29	26	739
No	41	5	12	26	63	7	17	3	7	750	59	15	63	17	5	751	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	15	1	7	8	53	5	33	1	7	747	22	5	59	32	5	747	5300	8	58	22	11	746
No	27	4	15	19	70	2	7	2	7	752	38	21	66	8	5	753	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	42	5	12	27	64	7	17	3	7	750	60	15	63	17	5	751	14101	19	60	15	6	751
Gender																						
Female	24	4	17	14	58	4	17	2	8	751	31	16	61	16	6	751	6993	24	61	11	4	754
Male	18	1	6	13	72	3	17	1	6	750	29	14	66	17	3	751	7116	14	60	18	8	749
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										5	0	80	0	20	745	1025	10	53	27	11	745
No	38	5	13	24	63	7	18	2	5	751	55	16	62	18	4	751	13084	19	61	14	6	752
Gifted/talented program																						
Yes	2										2						676	66	33	1	0	766
No	40	5	13	25	63	7	18	3	8	750	58	16	62	17	5	751	13433	16	61	16	7	750

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 7

SAU: MSAD 50

School: Thomaston Grammar School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	14	0	0	4	67	0	0	2	33	746	10	0	67	0	33	746	7	8	48	25	19	743
B. less than one hour	57	2	8	16	67	5	21	1	4	749	62	14	65	19	3	750	52	17	62	15	6	751
C. one to two hours	24	2	20	7	70	1	10	0	0	755	25	20	67	13	0	755	37	23	61	12	4	753
D. more than two hours	5	1	50	0	0	1	50	0	0	752	3	50	0	50	0	752	4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	22	2	22	6	67	1	11	0	0	758	24	36	57	7	0	760	30	33	56	7	4	756
B. good	61	2	8	17	68	4	16	2	8	749	56	6	70	18	6	748	49	16	64	14	5	751
C. fair	12	1	20	2	40	1	20	1	20	748	17	20	50	20	10	748	19	5	59	26	10	745
D. poor	5	0	0	1	50	1	50	0	0	740	3	0	50	50	0	740	3	3	45	32	21	740
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	19	1	13	6	75	1	13	0	0	753	20	25	67	8	0	756	33	24	62	10	3	754
B. They match some of what I have learned.	69	3	10	18	62	6	21	2	7	750	68	10	63	23	5	749	52	18	62	15	5	751
C. They match just a little of what I have learned.	7	1	33	1	33	0	0	1	33	748	8	40	40	0	20	752	11	11	54	23	13	746
D. There is no match.	5	0	0	2	100	0	0	0	0	754	3	0	100	0	0	754	3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	10	1	25	2	50	1	25	0	0	752	13	25	63	13	0	755	17	16	55	18	12	748
B. about the same as my regular schoolwork	62	3	12	18	69	3	12	2	8	750	67	15	65	15	5	751	65	19	62	14	5	752
C. easier than my regular schoolwork	29	1	8	7	58	3	25	1	8	750	20	8	58	25	8	750	17	22	60	13	5	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	2	0	0	0	0	1	100	0	0	730	5	0	33	67	0	736	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	41	2	12	13	76	1	6	1	6	752	51	17	73	7	3	753	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	56	3	13	14	61	4	17	2	9	751	44	15	58	19	8	751	38	28	60	9	3	756
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	33	1	7	9	64	3	21	1	7	749	33	10	65	20	5	750	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	62	4	15	16	62	4	15	2	8	751	58	17	60	17	6	751	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	2	100	0	0	0	0	750	8	20	80	0	0	754	5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	33	3	21	8	57	2	14	1	7	753	27	19	63	13	6	753	21	27	57	11	5	755
B. 20 minutes to an hour	36	2	13	12	80	1	7	0	0	753	35	19	76	5	0	754	45	22	62	12	4	753
C. less than 20 minutes	5	0	0	1	50	0	0	1	50	741	10	17	33	33	17	744	13	13	61	17	8	749
D. I rarely read at home.	26	0	0	6	55	4	36	1	9	745	28	6	59	29	6	748	21	7	59	24	11	746
Optional school/SAU question																						
A.	0										0											
B.	0										100	0	100	0	0	746						
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date:	March 2009
Grade:	7
SAU:	MSAD 50
School:	Thomaston Grammar School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	4	9	4	6	2142	14
	2007-2008	2	4	6	8	2028	14
	2008-2009	3	7	3	5	2220	16
	Cum. Total*	9	7	13	6	6390	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 742–760)	2006-2007	9	20	15	22	5642	38
	2007-2008	15	30	28	35	5703	39
	2008-2009	22	52	31	52	5879	42
	Cum. Total*	46	33	74	36	17224	40
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	20	43	26	38	4077	27
	2007-2008	21	42	33	41	3733	26
	2008-2009	8	19	15	25	3537	25
	Cum. Total*	49	36	74	36	11347	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	13	28	23	34	3001	20
	2007-2008	12	24	13	16	3054	21
	2008-2009	9	21	11	18	2484	18
	Cum. Total*	34	25	47	23	8539	20

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	29.5	52.7	28.7	51.3	29.9	53.4
A. Number	14	25	7.2	51.4	7.2	51.4	7.7	55.0
B. Data	16	29	8.5	53.1	7.9	49.4	8.1	50.6
C. Geometry	12	21	7.6	63.3	7.2	60.0	6.9	57.5
D. Algebra	14	25	6.2	44.3	6.4	45.7	7.3	52.1

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: MSAD 50
 School: Thomaston Grammar School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	42	3	7	22	52	8	19	9	21	744	60	5	52	25	18	743	14120	16	42	25	18	745
Ethnicity																						
African American/Black	1										1						416	5	26	28	41	733
American Indian or Native Alaskan	0										0						119	8	30	31	30	737
Asian or Pacific Islander	1										1						258	25	43	19	13	750
Hispanic	0										0						142	8	39	23	30	739
Caucasian/White	40	2	5	22	55	8	20	8	20	744	58	3	53	26	17	743	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	0	0	4	57	3	43	727	11	0	18	45	36	732	2189	2	17	27	53	728
No	35	3	9	22	63	4	11	6	17	747	49	6	59	20	14	745	11931	18	46	25	11	748
Current LEP																						
Yes	1										1						323	4	20	28	48	729
No	41	2	5	22	54	8	20	9	22	743	59	3	53	25	19	742	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	15	0	0	7	47	2	13	6	40	739	22	0	41	23	36	737	5308	7	35	30	28	738
No	27	3	11	15	56	6	22	3	11	747	38	8	58	26	8	746	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	42	3	7	22	52	8	19	9	21	744	60	5	52	25	18	743	14112	16	42	25	18	745
Gender																						
Female	24	2	8	9	38	6	25	7	29	741	31	6	35	29	29	740	6992	16	43	25	16	745
Male	18	1	6	13	72	2	11	2	11	748	29	3	69	21	7	746	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										5	0	20	60	20	732	1024	7	26	36	31	736
No	38	3	8	21	55	6	16	8	21	745	55	5	55	22	18	744	13096	16	43	24	17	745
Gifted/talented program																						
Yes	2										2						676	68	29	2	0	767
No	40	2	5	22	55	7	18	9	23	743	58	3	53	24	19	743	13444	13	42	26	18	744

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 7
 SAU: MSAD 50
 School: Thomaston Grammar School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	14	0	0	4	67	0	0	2	33	738	10	0	67	0	33	738	7	6	30	28	36	735
B. less than one hour	57	2	8	11	46	6	25	5	21	744	62	5	43	35	16	742	52	16	42	25	17	745
C. one to two hours	24	1	10	6	60	2	20	1	10	750	25	7	67	13	13	747	37	18	44	24	14	747
D. more than two hours	5	0	0	1	50	0	0	1	50	734	3	0	50	0	50	734	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	19	3	38	5	63	0	0	0	0	761	22	23	69	8	0	756	26	35	43	12	9	754
B. good	38	0	0	13	81	1	6	2	13	749	38	0	70	22	9	746	46	13	48	25	15	745
C. fair	29	0	0	3	25	5	42	4	33	733	30	0	28	39	33	734	23	3	32	37	27	737
D. poor	14	0	0	1	17	2	33	3	50	730	10	0	17	33	50	730	5	1	22	37	40	731
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	12	0	0	4	80	0	0	1	20	748	13	0	75	0	25	745	26	23	43	20	13	749
B. They match some of what I have learned.	52	2	9	12	55	5	23	3	14	746	55	6	52	30	12	744	53	15	45	26	15	746
C. They match just a little of what I have learned.	31	1	8	4	31	3	23	5	38	738	27	6	31	31	31	738	17	9	35	32	24	740
D. There is no match.	5	0	0	2	100	0	0	0	0	753	5	0	100	0	0	752	4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	48	1	5	11	55	3	15	5	25	743	52	3	55	19	23	742	37	8	40	29	23	740
B. about the same as my regular schoolwork	36	1	7	7	47	4	27	3	20	743	33	5	45	35	15	742	51	16	44	25	15	746
C. easier than my regular schoolwork	17	1	14	4	57	1	14	1	14	749	15	11	56	22	11	748	12	41	35	13	11	755
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	48	2	10	13	65	2	10	3	15	750	50	7	60	20	13	747	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	52	1	5	9	41	6	27	6	27	738	50	3	43	30	23	739	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						5	14	27	25	34	738
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	2	0	0	0	0	0	0	1	100	718	2	0	0	0	100	718	8	8	30	29	33	737
B. 30–45 minutes	2	0	0	1	100	0	0	0	0	748	18	0	45	36	18	739	38	13	40	27	20	743
C. 45–60 minutes	24	2	20	3	30	2	20	3	30	741	30	11	44	28	17	743	42	20	45	23	12	748
D. more than 60 minutes	71	1	3	18	60	6	20	5	17	746	50	3	60	20	17	746	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	14	1	17	2	33	0	0	3	50	742	15	11	33	11	44	739	15	19	38	25	19	745
B. two or three days a week	60	1	4	17	68	5	20	2	8	748	58	3	60	31	6	747	31	18	42	24	16	746
C. two or three times a month	17	1	14	1	14	3	43	2	29	735	17	10	40	30	20	738	26	17	43	24	17	746
D. never or almost never	10	0	0	2	50	0	0	2	50	737	10	0	50	0	50	735	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	0										3	0	0	100	0	737	10	12	39	24	24	741
B. two or three days a week	12	0	0	3	60	1	20	1	20	748	8	0	60	20	20	748	22	13	43	26	18	744
C. two or three times each month	48	2	10	13	65	4	20	1	5	749	33	10	65	20	5	749	33	18	44	25	13	747
D. never or almost never	40	1	6	6	35	3	18	7	41	737	55	3	45	24	27	739	35	16	40	25	19	744
Optional school/SAU question																						
A.	0										0											
B.	0										100	0	0	100	0	740						
C.	0										0											
D.	0										0											

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